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ABSTRACT

The courses in the English department at Arizona Western College are organized into one-credit modules and three-credit courses. For the associate degree, each student must take six credits of English; i.e., six modules or two three-credit courses. Those students who decide to take modules usually take three modules each semester, but they may arrange their schedules differently if they wish. Each module consists of 12 one-hour class meetings plus student-instructor conferences. Modular courses presently include reading, English as a second language, and freshman composition. Three-credit courses include freshman composition, advanced composition, and literature. This report, designed as a guide for Arizona Western students, provides course descriptions of every English course or module currently being offered by the college, including not only the catalog description, but also descriptions of sections taught by different instructors. Course and module prerequisites, transfer possibilities, and attendance and grading policies are also described. (DC)

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ARIZONA WESTERN COLLEGE

DIVISION OF COMMUNICATIONS

THE CUSTOMIZED ENGLISH KIT

1975-1976

JC 760 143

THE CUSTOMIZED ENGLISH KIT

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ARIZONA WESTERN COLLEGE
DIVISION OF COMMUNICATIONS

June 5, 1975

Dear Student:

Welcome to Arizona Western College. The English Department hopes you will enjoy Freshman Composition because you are going to need at least six credits in it for your degree.

Learning to write well, like learning any other skill, takes work, guidance and practice. We furnish the guidance and opportunities for directed practice; you do the work. You can learn to write only by writing, just as you can learn to swim only by getting into the water and swimming.

However not everyone needs the same amount and kinds of work and practice. Because the English Faculty knows that you come to college bringing your own special talents, abilities, problems, goals and interests, we have tried to offer a customized program for each student. You have a choice of six 1-credit modules during the day classes. Any six, provided two of them are primarily writing courses; will fulfill the graduation requirements for the Associate Degree from Arizona Western. If you intend to transfer to one of the state universities, check their specific requirements and recommendations (pp 5-6).

We have prepared this booklet to explain how our module system works. Members of the English Faculty will be on hand during pre-registration and registration to help you select the modules you want and need.

Each module consists of 12 class meetings one hour long. You should arrange your schedule so that you can attend all 12 meetings. Ordinarily a student takes three modules a semester, but you don't have to do it this way. Athletes, for example, may decide not to take an English module during the height of their season when they would have to miss class. Unless you are a real genius or a glutton for hard work, plan to space out your English so that you are not killing yourself trying to take three writing classes the last module before you graduate.

Sign up now for the three modules you think you want this semester. You can change your mind later if you feel misplaced or if your work schedule changes. See me before the next module starts.

You are the consumer of this new system, and we will appreciate suggestions from you.

Remember, if you need help, have questions, or want to talk, we get paid for helping students. That's our job. Good luck.

Sincerely,

Ella Mae York

Ella Mae York, Chairman
Division of Communications

EMY/pb

WHAT ENGLISH SHOULD YOU TAKE? Some suggestions:

1. Do you really like to write? Have you kept a journal ever since the sixth grade? When you read, do you enjoy the language as well as the ideas? Did you do well in high school English? Are you planning to enter a profession, such as law or teaching, that requires language skills? If you say yes to most of these questions, you should consider Advanced Composition. This will fulfill the requirements for Freshman Composition at AWC and the universities. Because much of the work in this course is at an individual pace, we did not divide this into modules. 221 and 222 are three-credit semester courses each.

2. Perhaps you are at the other extreme. You haven't studied English for 20 years and all you remember about it is that you didn't like it. You may want to start all over with Spelling, Grammar and Usage, and Paragraph Development. Then you would be ready for the harder writing courses.

3. Maybe you are at neither extreme, but somewhere in the middle, a C student in high school with no strong feelings for or against writing. If you have trouble getting your ideas together, consider Thesis and Organization. If your paragraphs turn out weak and sickly, your writing may need Paragraph Development.

4. If you see yourself as a fairly good English student, a B+ student, have considerable experience in writing, have good control of basic grammar and paragraphing, consider Description and Narration, Exposition, and Argument and Logic as a suitable first semester for you.

5. Take Exposition only after you can write good paragraphs of a hundred words or more and can organize these paragraphs into a prescribed order.

   Unless you have a real gift for fluent expression and logical sequencing of ideas, finish Exposition before trying Argument and Logic.

6. Or perhaps you have just counted your money and decided Writing for Job Hunters would be the most useful module for you. This module was specially designed for the career student who will soon be looking for a job.

7. Do not think you have to follow any numbering system. We have tried to avoid a rigid sequence of modules. The modules numbered 102. mean longer papers, with greater mechanical correctness than those numbered 101. Modules 102. 5 are the study of literature; you may take these during

the first semester if you score 50 or above on the Nelson-Denny Reading Test. You may take more than one literature module towards your six if you like.

8. If English is not your language, and you have trouble speaking or writing it, sign up for courses marked ESL. English as a Second Language is an intensive course in understanding, speaking, reading and writing English. Each student will be tested in these skills and a special program designed for him/her. The instructors will advise the students when they are ready to move into regular modules. Depending on the students' ability and achievement, they may take ESL for a semester, a year, or longer.

READING

Today success in school and on the job depends largely on mastering the printed page. Testing indicates that many students come to college without college level reading skills. Some even dislike reading. They read slowly so that assignments take all night; they have to look up so many hard words in the dictionary they lose the sense of what they are trying to read. Instead of enjoying learning new ideas, such students find college too frustrating to put up with.

There is a simple solution to these problems: learn to read. We offer reading modules and special help in reading. To find out where you stand, be sure to take the reading test during orientation week. There is a relationship between reading and writing; therefore, your reading score will help you and your English advisor select the best English modules for you.

If you do not read as well as you want to, sign up for some reading courses. A reading test will be given to all students during registration. You will be given your scores right after the test so that you can see where you stand compared to entering freshman across the nation. Reading modules are not counted as Freshman Composition. They count as electives--very essential electives if you are not a good reader.

LATE REGISTRATION

Because these courses meet only 12 times, you have to be ready to go the first meeting. Unless you can find some kind-hearted instructor who will take late-comers, forget about late registration. Wait for the next module to start. There will be another along soon. That is better than always running to catch up.

CHANGING MODULES

Ordinarily, you will sign up for three modules at registration, but you can change your schedule, if you do it before the first day of the module. If you find that the course you had selected is too hard, or too easy, your work schedule changes, or you and the instructor cannot get along, you can change your plans. Be sure you

make the changes official or you may foul up your records. If you find the course is too hard, go to your instructor, who will advise you whether to withdraw and try something else, or to stay with it and get some tutoring.

ATTENDANCE

College students are adults and have the responsibility of getting their bodies to where they are supposed to be. Although you will find that instructors are willing to help you make up work, in these short 12-meeting modules, there is little time for making up work. Students who miss three classes--a quarter of the course--should not expect credit for the course. If you should miss class, it is your responsibility to call the instructor, not your buddy, to get the assignment so that you can do it before the next class. Of course, there is no way to make up class participation. If you know that you are going to miss a class, your instructor may be willing to tape a lecture if you give him tape and make arrangements before your absence.

CONFERENCES

The conference--a meeting of student and instructor on a one-to-one basis--is important for progress towards passing an English class. Therefore, conferences are part of all writing modules. Expect at least one or two conferences for each module that is primarily writing. Some instructors will have a schedule of appointments; others will expect you to make appointments.

OFFICE HOURS

Each instructor has time set aside for students each day. If you miss a class, do not understand an assignment, or get behind in your work, you should take the responsibility of going to your instructor and getting your problem straightened out.

TRANSFER CREDIT TO THE UNIVERSITIES

Full semester courses offered by the AWC English Department transfer as reading, freshman composition, or humanities.

Modules numbered 101.01-101.09 are not designed for transfer credit. They are designed to help a student get ready for college composition. However, Northern Arizona University will accept these for elective credit, not for freshman composition if the English Department at AWC makes a recommendation for special achievement. (Note the exceptions for University of Arizona on the next page.)

Special note on the University of Arizona: Students are placed in freshman composition classes on the basis of their ACT scores.

Below 16 -- English 1, then 2 and 4
16-22 -- English 2 and 4
Above 22-- English 3 (honors) and 4

Thus if a student scores below 16 on the placement test, he is required to take 9 credits of English for his degree.

Transfer credit for modules:

*101.02 Grammar and Usage--required for English 1 at UA

*101.07 Advanced Sentence Structure ESL--accepted at UA if the student scores high enough on Placement Test for Foreign Students

101.11 Paragraph Development--accepted NAU
accepted ASU
required for English 1 UA

101.12 Thesis and Organization--required NAU
accepted ASU
required for English 1 UA

101.13 Use of the Academic Tools--accepted NAU
not accepted ASU
accepted for English 2 and 3 UA

101.14 Writing for Job Hunters--accepted for elective credit, not freshman composition NAU
not accepted ASU
accepted for English 2 and 3 UA

101.21 Exposition--required NAU
recommended ASU
required for English 2 and 3 UA

101.51 Description and Narration--recommended NAU
accepted ASU
accepted for 2 and 3 UA

102.11 Argument and Logic--required NAU
recommended for English 101 ASU
required for English 2 and 3 UA

102.13 Research Paper--accepted NAU
recommended for English 102 ASU
required for English 4 UA

102.5 Literature--recommended NAU
accepted ASU
required for English 4 UA

102.15 Literary Criticism--recommended NAU
accepted ASU
required for English 4 UA

Thus at the University of Arizona

Grammar and Usage
Paragraph Development — equal English 1
Thesis and Organization

Any three of these

Exposition (required)
Argument and Logic (required)
Use of the Academic Tools — equal English 2 or 3
Writing for Job Hunters
Description and Narration

Research Paper
Literature — equal English 4
Literary Criticism

Northern Arizona University will accept any six modules numbered above 101.10 except Writing for Job Hunters (but will grant elective credit) and require

Thesis and Organization
Exposition
Argument and Logic

Arizona State University will accept

for English 101 any three

Exposition (recommended)
Description and Narration
Argument and Logic (recommended)
Paragraph Development
Thesis and Organization

for English 102

Research Paper
Literature
Literary Criticism

MONDAY - WEDNESDAY - FRIDAY

	1st Module August 25 to September 29	2nd Module October 1 to October 31	3rd Module November 3 to December 10
8:00	Grammar and Usage Thesis and Organization Paragraph Development	Paragraph Development Exposition Description and Narration	Thesis and Organization Argument and Logic Exposition
9:10	Paragraph Development Exposition	Thesis and Organization Argument and Logic	Exposition Research
10:20	Use of the Academic Tools Paragraph Development	Thesis and Organization Description and Narration	Exposition Spelling Paragraph Development
11:30	Description and Narration Spelling	Paragraph Development	Exposition Writing for Job Hunters
12:40	Grammar and Usage	Paragraph Development	Description and Narration

Full Semester English 101 at this same hour

TUESDAY - THURSDAY - FRIDAY

	1st Module	2nd Module	3rd Module
	August 26 to September 25	September 26 to October 28	October 30 to December 5
6:40	Paragraph Development	Description and Narration	Exposition
8:00	Spelling Paragraph Development Literature: Short Stories	Grammar and Usage Description and Narration Literary Criticism	Writing for Job Hunters Exposition Research
9:10	Grammar and Usage Use of the Academic Tools	Paragraph Development Thesis and Organization	Thesis and Organization Exposition
10:20	Description and Narration Use of the Academic Tools	Exposition Paragraph Development	Argument and Logic Writing for Job Hunters
11:30		No Classes Scheduled at This Hour	
12:40	Use of the Academic Tools Argument and Logic Research	Paragraph Development Literature	Description and Narration Literary Criticism

SEQUENCE OF MODULES BY TIME - TThF

DESCRIPTION OF COURSES

We have included not only the catalog descriptions, but also descriptions of different sections, as not all instructors do things the same way. We encourage individual differences among the faculty as well as among the students. But you should know about these differences before you sign up for a course. Because of some members being on leave and new staff members just joining us, the schedul is tentative, but the instructors will be at registration so that you can talk to them about books, assignments, tests, etc.

READING

READING 90 ESL

Instructors: Louise Renault, Madeline Irell

This course is designed for students who have successfully completed one year of intensive English or its equivalent and are reading in English at least at the second grade level. The main focus of the course will be on oral reading to bridge the gap to silent reading.

It will also work on listening comprehension skills. This is designed for students not able to do the individualized reading in #103. Permission of the instructors is required to enroll. This is a semester course.

READING 103 Techniques of Reading Improvement

Instructors: Louise Renault, Madeline Ireil

This is a completely individualized reading course. Upon entering the class the student is tested and a reading program is planned for him. Materials in speed, comprehension, vocabulary, reading in the content area, skimming and scanning as well as critical reading are available to meet the student's need. A student may enroll for one unit or as many units as he feels is beneficial.

Grades are based on attendance and effort.

GRADE REQUIREMENTS

GRADE A:

1. Attendance at every class is required. Tardies and absences are to be made up.
2. A total of 120 points must be accumulated per module.
3. A final Nelson/Nelson-Denny Test is required in order to receive a grade for each attended module.

GRADE B:

1. Attendance at all but one class or two (2) tardies is required.
2. A total of 96 points must be accumulated per module.
3. A final Nelson/ Nelson-Denny Test is required in order to receive a grade for each attended module.

GRADE C:

1. Attendance at all but two (2) classes, or one class and two (2) tardies, or four (4) tardies is required.
2. A total of 60 points must be accumulated per module.
3. A final Nelson/Nelson-Denny Test is required in order to receive a grade for each attended module.

GRADE D:

1. Attendance at all but two (2) classes, or one class and two (2) tardies, or four (4) tardies is required.
2. Less than 60 points per module have been accumulated.
3. A final Nelson/Nelson-Denny Test is required in order to receive a grade for each attended module.

I: An "I" will be given for each module attended if a final Nelson/ Nelson-Denny Test is not taken at your last class in the current semester.

W: Unsatisfactory attendance or performance.

EVENING COURSE: Points adjusted

The evening also has a two-hour option if the student registers after second session but before seventh session. This is subject to space availability.

ESL COURSES

ESL 80 LANGUAGE AND CULTURE

Instructor: Dave Knight

This course is designed for the non-English speaker who wishes to learn American English and to comprehend American culture. Some emphasis will be placed on current events, on political and economic conditions, and on world affairs. This will be a discussion class so that students will have a chance to practice speaking English and using American idioms. Information to help the student to become a productive American citizen (if he so desires) will be included.

Instead of a text book, the students will use newspapers, magazines, video tapes and other material which the instructor finds useful.

Attendance is very important. If you miss a class, you forfeit your chance to learn something.

ESL 98 ENGLISH AS A SECOND LANGUAGE

Instructors: Helen Fuller, Vicki Crane, Vicki Lopez

This is the course for students who have trouble understanding, speaking, reading or writing English because they have learned another language first. Each student will be tested to find out where he needs the most help and a special series of lessons will be designed for him. When the instructors find the student has developed enough skills in using English, they will recommend 101 English modules for him and he can transfer to regular English. Usually it takes a year for a person to learn enough of a new language to do college work. How much ESL 98 a student will need depends on how much he knows when he starts and how hard he works. Students who refuse to practice speaking English will never learn it.

Attendance: It is very important to come to class every day. Students will have to make up any work they miss.

FRESHMAN COMPOSITION

ENGLISH 101 - 102

The purpose of freshman composition courses is to give the student practice and training in putting his ideas down on paper. This purpose is accomplished in two ways:

A. Two traditional 3-unit courses with emphasis on principles, types, method and styles of writing. Student writes eight to twelve short papers in 101 and four to six long papers in 102.

B. Six one-unit modules, selected by the student in consultation with a member of the English faculty. A reading and writing test will be available to help the student decide which modules will be most useful to him. Some students may find that they will need more than six modules to achieve transferable and employable communicative skills.

Modules numbered 101.01 to 101.09 are not designed to transfer. They are offered for students who may not have done well in high school English, who may have been out of school for a while, or who may want to review basic skills.

101.01 - Spelling

A review of spelling principles, the sounds of English and intensive drill. Recommended for anyone who has trouble with spelling.

Instructor: Michael Spain

Text: Better Spelling by Brown and Pearsall

A course designed to review the sounds of English and the principles or conventions of spelling. Considerable drill will be included.

Grading will be non-competitive. A student's grade for this course will be determined by his attendance, his preparation for and participation in class exercises, and the degree of improvement in his spelling.

Attendance: A student cannot enter this course after the second meeting. A student who has missed both of the first two meetings cannot receive credit for the course. A student who has missed more than three class meetings cannot receive credit for the course.

101.02 - Grammar and Usage

A study of the basic patterns of English sentences and how they can be modified and punctuated. Recommended for those students who are not sure what a sentence is nor when one stops and another begins.

Instructor: Ella Mae York

No text. Materials will be supplied at each meeting. The emphasis is on writing good sentences rather than on memorizing definitions of parts of speech. The student is warned that sixth grade definitions will not do. Expect to learn something new and useful. The work consists of initating model sentences, combining various basic patterns of sentences, and exploring grammar as a means of saying what you mean. Attendance is important. It will be difficult to figure out what is going on if you miss too much. The student is responsible for making up all assignments and class work.

Grades will be based on written assignments, class quizzes and one final exam.

101.11 - Paragraph Development: The Building Blocks of Composition

The paragraph is a 100 to 300-word unit of sentences closely related in idea. This module offers instruction and practice in stating the topic sentence and various methods by which it can be supported. Assignments will consist of studying and analyzing various paragraphs, and writing one to five paragraphs each class meeting. Recommended for all students who have not had extensive practice in writing.

Instructor: Vicki Crane

Text: Shaping Up Paragraphs by Supowitz, Elaine Love. Handbook of Grammar, Style, and Usage by Bell and Cohn.

The purpose of this module is to give the student help and practice in paragraph development which will help him express his ideas more effectively in college papers.

Class work will include discussion of topic sentence, methods of support, sentence structure, and mechanical correctness. Five paragraphs of 100-300 words will be required. Essay final exam.

Attendance: Students must attend class regularly in order to profit from discussions, illustrations, lecture, and practice. Attendance and participation will be reflected in rate of improvement and may, therefore, affect the final grade.

Instructor: Robert Garcia

Text: Heath's Brief Guide to Rhetoric by Elsbree and Bracher.

This module concentrates on the fundamentals of paragraph structure, including various types of paragraph patterns. Emphasis will be given to the development of topic sentences in paragraphs.

There will be 6-8 paragraphs of written assignments. One final exam.

Attendance: Attendance is a must.

Instructor: Larry McDonald

Text: Shaping Up Paragraphs by Elaine Love Supowitz

Emphasis will be on unity and development of paragraphs of personal exposition along with review of style, that is, the fundamentals of good paragraphing; students will experiment with different types of paragraph organization. Students will ordinarily

write at least one paragraph of 150-200 words for each class meeting and may write one paper of several paragraphs. There may be pop quizzes on reading assignments in Supowitz, but most of the grade will be based on writing assignments. Several paragraphs will be written in class. There will be no final exam.

Special requirement: In order to receive credit in the course each student must have at least one individual conference with the instructor.

Attendance: Regular attendance is essential in order to pass the course.

Instructor: Michael Spain

Text: Better Paragraphs by Ostrom

Intense study of and practice in writing paragraphs. Emphasis will be on unity, coherence, order, and completeness in paragraphs. Students will be expected to hand in ten or twelve original or revised paragraphs.

Final grades will be determined by attendance, preparation for and participation in class activities, and competence of the students' paragraphs.

Attendance: Students cannot enter this course after the second meeting. Students who have missed both of the first two meetings cannot receive credit for the course. Students who have missed more than three meetings cannot receive credit for the course.

Instructor: Anne Wiggins

Texts: Survival Techniques by Anne Wiggins
Reference Handbook of Grammar and Usage.

This module concentrates on the paragraph. It will deal with how to write effective paragraphs, beginning paragraphs, middle paragraphs, and end paragraphs.

Approximately six to eight paragraphs will be assigned. Paragraphs will be graded during individual conferences. One final examination.

Instructor: Ella Mae York

Text: None

A paragraph is a unit of prose, of a hundred or more words, which explain, expand and clarify the idea of a topic sentence. Class work will consist of reading, analyzing and writing topic sentences and paragraphs. Students will write and revise 8-10 paragraphs developed by various methods, such as specific details, examples and illustrations, definition, comparison and contrast, etc. The student will also practice writing introductory and concluding paragraphs.

Conferences: You are entitled to a conference during the instructor's office hours whenever you need extra help. You should have at least one conference midway through the course for a progress report.

Grades: Class work 1/3
Revised paragraphs 1/2
Final exam 1/6

Attendance Policy: You are supposed to attend classes. It's hard to know what is going on when you aren't there.

101.12 - Thesis and Organization

This module concentrates on how to form and state a thesis--main idea of a paper, how to arrange ideas to support or prove the thesis, how to link the ideas together, how to write introductions and conclusions, how to develop formal and informal outlines. Recommended for all students who have trouble getting their ideas together.

Instructor: Larry McDonald

Text: None

Students will begin with learning how to write appropriate thesis statements and develop them by well unified outlines. They will then apply what they have learned in preparing worksheets for longer compositions, of which they may actually complete one or two. Students will also write two or more in-class compositions.

In order to obtain credit in the course, the student must have at least one individual conference with his instructor during the module. There will be no final exam.

Instructor: Anne Wiggins

Text: Survival Techniques by Anne Wiggins

This module concentrates on how to choose a subject for a paper, how to state the subject in a thesis statement, and how to organize the supporting ideas in a logical order.

Four thesis statements and tentative outlines will be required. Two papers to be chosen from the above outlines. One final examination.

Instructor: Ella Mae York

Text: None

A thesis is a sentence stating your stand on an issue or the main idea of a paper. Organization is the ways and methods of putting your supporting ideas together. This course is the study and application of these methods. It also includes use of worksheets, formal and informal outlines. The work will be mainly writing thesis sentences, plans for papers, and two papers from a selection of the plans. Class participation is important as your work will be discussed in class, and it is impossible to make up a class discussion.

Grades will be based on written work, class work and one exam.

101.13 - Use of the Academic Tools

This module deals with how to use a dictionary, how to find and use materials in the library, how to write definitions, how to answer essay exams, and how to write summaries, book reports and reviews. Recommended for students who may have been out of school for a while or who have had limited use of these tools in high school.

Instructor: Larry McDonald

Text: A standard college-level dictionary

The emphasis in the class will be on learning the study and writing techniques necessary for success in college. The instructor will help students to use these techniques, such as doing research in the library, to learn more about their choice of major subject and their future vocation.

Attendance: Regular attendance is necessary to receive credit for the course.

Requirements: In order to receive credit for the course each student must attend regularly, have at least one individual conference with the instructor, complete a library and dictionary project, and prepare a report on his choice of a possible future vocation. There will be no final exam.

Instructor: Anne Wiggins

Text: Survival Techniques by Anne Wiggins

This module concentrates on the tools that are useful for success in any course in any department in both the college and the university: how to use the dictionary, how to use the library, how to summarize and evaluate articles or books, how to study for essay examinations, how to answer essay questions on an examination, how to take notes from a lecture.

One dictionary project will be required so that the student can familiarize himself with his dictionary and make maximum use of it. Two library projects (not papers) will be required so that the student can familiarize himself with the library and feel confident in using it. One summary of an article or chapter will be required. Practice answering two essay questions will also be required.

There will be one final examination covering the above techniques.

101.14 - Writing for Job Hunters

This module offers instruction and practice in how to find an opening, how to submit an application and resume, how to get through an interview, how to write other letters related to getting jobs or promotions. Recommended for career students.

Instructor: Staff

This module covers locating jobs, writing letters of inquiry and application, filling out application forms, preparing resumes and personal folders, and going through interviews.

Grade: Based on oral and written performance.

Attendance: Regard this course as a job. Don't give the instructor any excuse you would not give your boss. Workers who don't show up for work get fired; students who don't show up for class get dropped.

101.21 - Exposition

The writing and rewriting of long papers such as the personal essay, the informative paper, the how-to-do-it paper, comparisons and contrasts, explanations of cause and effect. This module should be undertaken only after the student knows how to write a paragraph and how to organize a support for a thesis statement. Recommended for all students, required for transfer students.

Instructor: Robert Garcia

Texts: Heath's Guide to Rhetoric by Elsbree and Bracher
Outside-In by Madelon E. Heatherington

This module concentrates on characteristics of expository writing emphasizing the need for clear, effectual prose through the study of syntactic and rhetorical principles.

Written Assignments: Four papers illustrating pattern-types (definition, causal analysis, classification, and process) will be written. One final exam.

Attendance: Attendance is a must.

Instructor: Larry McDonald

Text: None (Good handbook recommended)

This course emphasizes various patterns of organization, such as analysis, comparison and process. Students will use work sheets in preparing four or five compositions of approximately 500 words each, and they will also write several short compositions in class. There will be no final exam.

Special Requirement: In order to obtain credit, the student must have at least one individual conference with his instructor during the module.

Attendance: Regular attendance and class participation will be a part of the grade in the course.

Instructor: Michael Spain

Text: Heath's Brief Guide to Rhetoric by Elsbree and Bracher

A course designed to introduce students to the theory and practice of preparing full-length (generally, from two to five pages) expository essays.

Student's grades will be based on their attendance, their preparation for and participation in class activities, and their competence in preparing expository essays.

Attendance: Students cannot enter this class after the second meeting. Students absent from both of the first two meetings of this class cannot receive credit for the course. Students who miss more than three meetings of this class cannot receive credit for the course.

Instructor: Anne Wiggins

Texts: Survival Techniques by Anne Wiggins. Reference Handbook of Grammar and Usage.

This module concentrates on writing short papers. It will deal with writing effective beginnings, middles, and ends and developing thesis statements into a three or more paragraph paper. Various techniques of organizing papers will be taught.

Papers: Four papers will be assigned. Papers are college level papers that are designed to teach skills a student needs to succeed in his writing in other departments of the college and university. One final examination.

Instructor: Staff

Text: None. Examples will be on reserve in the Learning Center.

The main part of this course will be the writing and revising of six papers from 400-600 words following specific formats. These papers will include the informative essay, papers giving directions, personal narrative, support for personal opinions and the analytical paper. Papers will be read and discussed in class. Papers will be written both in and out of class.

Conferences: Each student will have at least one conference with the instructor as an individualized progress report. Students may make other appointments for conferences for extra help.

Grades: Based on class work (1/3) and revised papers (2/3). No final exam.

101.51 - Description and Narration

Description answers the question: "What is the environment like to you?" Writing description means translating physical responses into words so that the reader can experience similar responses. Narration means telling what happened. This module then is concerned with observation and how to put it into words and how to explain what happened. The writing is the narrative report rather than fiction.

Instructor: Vicki Crane

Texts: Description: Using the Mind's Eye by Fuhr, Rita and Cyra McFadden. Handbook of Grammar, Style, and Usage by Bell and Cohn.

The purpose of this module is to improve the student's ability to write descriptively by developing his vocabulary, his awareness, and his writing skills.

Students will keep a daily "sketch" book and will write many short paragraphs both in and out of class. Films, records, and pictures will be among the stimuli used to motivate writing. In addition to the "sketch" book, three paragraphs and one longer paper will be required. Essay final exam.

Attendance: Students must attend class regularly. Many classroom activities cannot be replaced or made-up. Attendance and participation will be reflected in the rate of improvement and may, therefore, affect the final grade.

Instructor: Robert Garcia

Texts: Heath's Guide to Rhetoric by Elsbree and Bracher. Outside-In by Madelon E. Heatherington.

This module concentrates on the characteristics of descriptive and narrative writing as applied to the writing of expository papers in college courses.

Written Assignments: Several brief paragraph excerpts illustrating descriptive and narrative writing. One final exam.

Attendance: Attendance is a must.

Instructor: Larry McDonald

Text: Description: Using the Mind's Eye by Rita Fuhr and Cyra McFadden.

This module focuses on helping the student to become more aware of his environment and to present that awareness in writing narratives and descriptions. He will start out this module writing short passages and later write longer expository papers using narration and description. Throughout the module he will keep a daily journal of his observations. There will be no final exam.

Attendance: Regular attendance and class participation will be factors in the grading.

Special Requirement: The student is required to come in for at least one individual conference with the instructor.

Instructor: Michael Spain

Text: Check with instructor.

An intensive study of the principles and practice of writing descriptive and narrative paragraphs. Students will be asked to hand in ten or twelve original paragraphs and revisions of paragraphs.

Grading: Grading will be based on attendance, preparation for and participation in class activities, and competence in describing and narrating.

Attendance: Students will not be admitted to this class after the second meeting. Students who are absent from both of the first two class meetings cannot receive credit for the course. Students who miss more then three class meetings cannot receive credit for the course.

102.11 - Argument and Logic

This module offers instruction and practice in setting forth reasons for desired action or change of attitude. It deals with different kinds of reasoning and connotative and denotative language for different effects. This module may be counted as either a first or second semester course. Recommended for all students, but specially for those planning to go into professions which are highly personal such as sociology, law, teaching, law enforcement, or management.

Instructor: Robert Garcia

Text: Improving Your Reasoning by Alex C. Michalos

This module provides approaches to sound thinking which lead to effectual persuasion. Examples of faulty logic will be examined, and ways to distinguish good arguments from bad ones will be discussed.

Written Assignments: Four persuasion papers will be assigned. One final exam.

Attendance: Attendance is a must.

Instructor: Helen Scroggins/Fuller

Text: No required text. Instructor will provide guides and materials.

The course is a study of argumentative writing and logical thinking. Students will learn four kinds of argument, several common types of fallacies in reasoning. Students will write and carefully rewrite two papers and in addition will write a paper for the final examination.

Attendance: Regular attendance is necessary for success in the course.

Grades: Grades on themes will determine grade in course. The last paper will constitute the final exam.

102.13 - The Research Paper

This module gives direction and practice in collecting, organizing and using ideas of authorities to support one's idea. It also offers practice in writing footnotes and bibliographies. Required for transfer students.

Instructor: Robert Garcia

Text: Heath's Brief Guide to Rhetoric by Elsbree and Bracher.

This module concentrates on systematic approaches to the organization and development of a college research paper, beginning with the development of a workable thesis idea, and progressing through several stages, systematically arriving at a conclusion.

Project: A short research project which will provide practical training in research procedures. No exam.

Attendance: Attendance is a must.

Instructor: Anne Wiggins

Texts: Writing Research Papers by James D. Lester. A different text for each research module (check with instructor).

This module concentrates on the techniques needed to write a research (library) paper. Emphasis will be on how to gather material, how to use this material in a well-organized paper, and how to write footnotes and a bibliography.

Papers: A research paper of seven to ten pages. No examination.

102.5 - Literature

This is a study of literature rather than a writing module. The purposes of this module are to show the student different styles and types of writing, to supply him with ideas that might be useful in forming his own ideas and opinions, and help him enjoy literature. Because the readings will vary considerably from one instructor to the next, the student should find out what each instructor plans to use before making his choice. Recommended for all students who can read at the college level. You may select more than one literature module.

Instructor: Robert Garcia

Text: Great Short Works of American Realism by Willard Thorp.

This module will concentrate on practical approaches to reading, discussing, and analyzing of the stories in the Thorp book. One final exam.

Attendance: Attendance is a must.

Instructor: Helen Scroggins/Fuller

Text: None

The course will be reading and discussion of selected works on the theme of our future. The content will include some science fiction works but will emphasize writing that evokes decision-making on philosophical, economic and moral questions.

102.51 - Literary Criticism

This module consists of reading short works of literature and writing papers, evaluating, analyzing and criticizing the works. It is primarily a course in composition.

Instructor: Robert Garcia

Text: American Short Fiction: Reading and Criticism by James K. Bowen and Richard Van Der Beets.

This module consists of analyzing, criticizing and evaluating short works of fiction. As this is a composition course, much more emphasis will be given to written rather than oral means of expression.

Several short stories will be read, discussed and analyzed. Techniques of writing and discussions and literary criticism will be discussed.

Following oral discussion of literary works, several writing assignments will be given. One final exam.

Instructor: Helen Scroggins/Fuller

Text: No required text.

The course is reading, discussion and writing dealing with various types of literature. Students will write three papers of evaluation or analysis of works they read. No final examination. Grades on class performance and on papers will become course grades.

Attendance: Students should attend class regularly to profit from the work of the class.

FULL SEMESTER COURSES - 3 CREDITS

101 - Freshman Composition

Instructor: Anne Wiggins

This is a semester-long course for transfer students.

Texts: Survival Techniques by Anne Wiggins. Reference Handbook of Grammar and Usage.

Goal: To teach the student the skills he will need to succeed at a four-year university: how to write college level expository papers, how to write summaries, how to answer essay questions, how to study for exams, how to use the dictionary and the library.

221 - Advanced Composition

Instructor: Helen Scroggins/Fuller

Text: No text required. Teacher's personal library, the student's materials, and materials from the college library and other sources will serve as models and as stimuli for writing.

The course is for students who read and write well and appreciate a high level of literacy. The work of the course will emphasize writing as art as well as communication.

Papers: Students will write, revise and submit for criticism from 6 to 10 papers during the semester. At the beginning of the semester the class will assess and determine the interests and objectives of the individual members and will develop plans to meet those objectives (such as writing term papers, personal essays, articles for publication).

Exam: No final exam. Grades on papers will determine the grade in the course.

Attendance: Students will attend regularly in order to profit from the work of the course. Students will also have individual conferences with the teacher.

LITERATURE

Literature semester courses count as humanities for graduation and transfer.

190 - Introduction to Literature

Instructor: Larry McDonald

Text: Structure, Sound, and Sense by Laurence Perrine.

The student will learn to read with greater enjoyment and understanding short stories, poetry, novels, and plays. He will also learn some of the different ways to evaluate and analyze literature.

Papers: The student will read, analyze, and evaluate a novel of his own choice.

Grades: Grades will be based on student attendance and participation in class discussion, on the review of a novel, and on the student's performance on three essay-type exams covering respectively short stories, drama, and poetry. Attendance and class participation will also be factors in grading.

185 - Folklore and Mythology

Folklore is the customs, beliefs, narratives, music, arts and crafts, dances, traditional ways of doing things, ceremonies and rites which belong to a people rather than to an individual and which have been handed down from one generation to the next. English 185 focuses on the lore of the Near East and the Mediterranean area.

Instructor: Ella Mae York

Texts: Mythologies of the Ancient World by Kramer, Mythology by Hamilton, Words from the Myths by Asimov, and Ten Plays by Euripides by Hedas and McLean.

Objectives: To appreciate your heritage, to learn about the heritage of other people, to understand why people do some of the things they do, and to develop your own creativity.

Attendance: As lectures and discussion will supplement textbook assignments, it is essential to attend class. Please arrange to have lectures taped when you expect to miss class.

Assignments: Readings in the texts, collecting 100 items of lore, and a project, which may be a written paper, an oral report, or a demonstration of an art, singing real folksongs, or showing slides. The project is your contribution to the rest of the class and will be graded as such.

Tests: Quizzes--midterm and final.

Grades: 1/4 on class participation
1/4 on collecting
1/4 on project
1/4 on tests

231 - World Literature

Instructor: Michael Spain

Texts: The Iliad by Homer, translated by William H. Rouse; Greek Poetry, translated by F. L. Lucas; Greek Drama, edited by Moses Hadas; The Last Days of Socrates, translated by Hugh Tredennick; Song of Roland, translated by C. Scott Monsrieff; The Inferno by Dante, translated by Thomas Bergin; Aucassin and Nicolette and Other Medieval Romances and Legends, edited by Eugene Mason; The Bible: sections from the Old and New Testament, edited by G. Chester; Don Quixote by Cervantes.

A survey of non-English language literature from Greek and Biblical times through the Medieval period. Emphasis will be on careful reading and discussion in class of the works assigned. Each student will be asked to make several oral presentations in class and will be required to take a final examination.

261 - Introduction to Shakespeare

Instructor: Anne Wiggins

Text: Complete Works of Shakespeare, edited by Hardin Craig and David Bevington.

This course is designed to introduce the beginning student of literature to Shakespeare's art. Each semester plays chosen from the comedies, histories, and tragedies are analyzed through lectures and class discussion. English 261 is not a prerequisite for English 262. Partially fulfills humanities requirement.

In the fall semester, Shakespeare's earlier plays will be assigned. In the spring semester, Shakespeare's later plays will be assigned. Previous knowledge of Shakespeare's plays is not necessary for success in the course.

Independent Studies 289 and 299

Instructor: To be chosen by the student with permission of the Chairman of the Division of Communications and the instructor.

These courses (289 in literature and 299 in writing) are for students who have already demonstrated their ability in other English classes and want to continue their studies beyond our course offerings. Students meet with the instructor once a week or once every two weeks for evaluation, discussion and further assignments and directions.

ADDITIONAL 1-UNIT MODULES TENTATIVELY SCHEDULED FOR SPRING SEMESTER

102.15 LITERARY CRITICISM

Instructor: Vicki Crane

Purpose: This module is intended to improve the student's ability to write critical papers about works of literature.

Content: Class discussion of various literary works will help the student develop an awareness of different literary forms which will give him insight enabling him to write the assigned papers. Class time will also be devoted to the techniques of writing critical papers. Students will write three papers and one final exam.

Texts: Fifty Great Short Stories, ed. Milton Crane.
Bell & Cohn. Handbook of Grammar, Style, and Usage.

Attendance: Students must attend class regularly. Attendance and participation will be reflected in the rate of improvement and may, therefore, affect the final grade.

102.13 RESEARCH

Instructor: Vicki Crane

Purpose: The purpose of this module is to provide the student with the experience of writing college level research papers.

Content: Class work will involve discussion of the techniques of research paper writing like gathering, organizing, and presenting material. Other presentations include use of the library, note-taking, topic selection, organization, form, and mechanics. Students will write one 8-10 page research paper and complete various other short assignments designed to help him progress toward the final paper. Topics will be agreed upon by the student and instructor and are not limited to literary works.

Texts: Lester. Writing Research Papers.
Bell & Cohn. Handbook of Grammar, Style, and Usage.

Attendance: Students must attend class regularly in order to progress toward the final paper at an appropriate rate.

102.5 LITERATURE: Greek Theatre

Instructor: Vicki Crane

Purpose: This module is not a writing module. Seven Greek plays will be discussed to help acquaint the student with the Greek playwrights and their works.

Content: Class discussion and presentations will center on the plays and a study of the background of that period and its effect on Greek dramatic art.

Text: Seven Famous Greek Plays. Modern Library College Edition.

Attendance: Students must attend class regularly in order to profit from the discussions and to be prepared for the final which will include objective and subjective questions.

102.13 RESEARCH

Instructor: Larry McDonald

Content: Each student will select a topic for a thesis-type research paper to be approved in conference with his instructor. He will then prepare a research paper of approximately eight to ten typewritten pages on this topic. Each step--this is, tentative outline, note cards, rough draft, and final draft--is handed in according to a schedule with no step accepted until the one preceding it is approved by the instructor.

Exam: There will be no final exam.

Text: James D. Lester. Writing Research Papers.

102.5 LITERATURE: The Modern West

Instructor: Larry McDonald

Content: By means of two or three distinguished paperback novels about the modern American West, the student, while enjoying good literature, will be helped to understand the interaction between older values and new ways of life which is shaping the modern West.

Texts: Edward Abbey. The Brave Cowboy. (Tentative)
Larry McMurtry. Horseman, Pass By. (Tentative)

Grading: There will be two essay-type open book exams on the novels read. Otherwise the grade will depend on regular attendance and class participation.

102.15 LITERARY CRITICISM

Instructor: Larry McDonald

Content: Using the Roberts text as a model, students will write several papers of literary analysis, which may, if the student chooses, be based on selections discussed or recommended in Literature: The Modern West. Grades will be based on these papers, regular attendance, and class participation. There will be no final exam.

Special Requirement: All students in order to receive credit in the course must have at least one individual conference with their instructor.

Text: Edgar V. Roberts. Writing Themes about Literature.

102.15 LITERARY CRITICISM

Instructor: Anne Wiggins

Content: A selection of short stories will be read, discussed, and analyzed. The techniques of writing literary analysis will be discussed.

Texts: Different for each literary criticism module.
Anne Wiggins. Survival Techniques.

Papers: Two short papers of literary analysis based on the stories assigned. Papers will be graded at individual conferences.

Examination: One final examination.

102.5 LITERATURE: Death

Instructor: Ella Mae York

Content: This is primarily a reading, understanding, and discussion module. A study of various attitudes toward death and of customs associated with death as illustrated in literature; a a study of how writers have handled this universal theme.

Texts: James Agee. A Death in the Family.
J. M. Synge. Riders to the Sea.
Various poems and short stories from the instructor or in the Learning Center.

Grades: Grades will be based on contributions to class discussion and on final exam.

ADDITIONAL 3-UNIT COURSES TENTATIVELY SCHEDULED FOR WINTER AND SPRING SESSIONS

102 FRESHMAN COMPOSITION

This is a semester-long course for transfer students.

Instructor: Anne Wiggins

Purpose: To teach the student skills he will need to succeed at a four-year university: how to write research papers, how to read literature analytically, how to write about what he has read.

Texts: Anne Wiggins. Survival Techniques.
Book(s) of literature (varies from class to class)
Writing the Research Paper.

180 LITERATURE OF THE AMERICAN WEST

Instructor: Larry McDonald

Content: There is no prerequisite. This course partially fulfills the humanities requirement.

The class will focus on the study of fiction reflecting such topics as the following: mountain men and Indians, the beginning of white settlement, the cattlemen and lynch law, and the modern West with its diversity of cultural heritages. There will be guest speakers, films, and discussions of non-fiction dealing with the West and of Western film.

Texts: A. B. Guthrie, Jr. The Big Sky.
Walter Van Tilburg Clark. The Ox-Bow Incident.
Owen Wister. The Virginian.
Edwin Corle. Fig-Tree John.
John Steinbeck. Of Mice and Men.

Projects: Each student will prepare a small project to present to the class. This project may be a paper to read, an exhibit to explain, etc. It must be approved by the instructor.

Grades: There will be two essay exams and a final exam of essay type. The project will also be a portion of the final grade, as will class participation.

186 FOLKLORE AND MYTHOLOGY II

Instructor: Ella Mae York

Content: The spring semester of Folklore and Mythology focuses on present-day lore of the many various cultures of the United States with a study of native, European, African and Oriental influence which have contributed to our cultures.

Each student will collect lore. Each student will investigate cultural elements and organize his findings into an original project, written or oral, which will be a sound contribution to the understanding and knowledge of the class.

Texts: Emrich. Folklore on the American Land.
J. M. Synge. Riders to the Sea.
Selected readings from the Learning Center.

Test: A final exam.

Grades: Based on collecting, project, class participation and exam.

Folklore and Mythology I is not a prerequisite for Folklore and Mythology II.

Attendance: As lectures will often present material not readily found in books, students who plan to miss class should make arrangements for having lectures and discussion taped. The student must furnish the cassette.

English 222, Advanced Composition has the prerequisite of 221 or permission of the instructor.

English 232, World Literature, and English 262, Introduction to Shakespeare can be taken without the fall semester.

English 190, Introduction to Literature--repeat of fall semester.

HELPFUL HINTS TO ADVISERS AND COUNSELORS ABOUT ENGLISH CLASSES

ENGLISH AS A SECOND LANGUAGE: This is a five-days-a-week, two-hours-a-day course for students who can not function in college English courses because English is not their first language. Students who need this course should not enroll in other English classes. If they can do the work in other classes, they don't need this. If you and the students cannot decide, send them to the instructors for testing before they register.

USE OF THE ACADEMIC TOOLS: Although ASU does not accept this for transfer, the other two universities do. Therefore, it is offered as a college level writing course. It was designed specially for the student who has been out of school a few years or had little experience using the library, writing summaries, etc. We recommend it for the student headed toward NAU who does not select the Research module.

A student who needs a remedial course should be directed to Study Skills.

SEQUENCE OF MODULES

The modules have been set up in what we consider a logical sequence (see pp. 7-8) with some choices; for example TThF 12:40 a student selects Argument and Logic or Research in the first module; MWF 10:20 in the third module Exposition is offered for able students from both sequences at this time; weak students take Paragraph Development. Spelling is open for everyone; MWF 11:30 students in Spelling and in Description move to Paragraph Development in the second module, then to either Exposition or Writing for Job Hunters in the third module; TThF 10:20 good students in both Description and in Use of Academic Tools move to Exposition, weaker students go to Paragraph Development for review.

PREREQUISITES

For Exposition: High school record of B or better in English with considerable experience in writing, or a passing grade in Paragraph Development, and Thesis and Organization or Description and Narration, or permission of Chairman of the Division of Communications.

For Argument and Logic: C or better in Exposition or English 221, or permission of Chairman.

For Research: B or better in Exposition or Argument and Logic.

For Literature: Percentile score of 50 or better on Nelson-Denny Reading Test or permission of the instructor.

For Literary Criticism: C or better in Research or Argument and Logic or permission of the instructor.

For Advanced Composition: High school record of A's in English, or permission of instructor or Chairman of Division of Communications.

ATTENDANCE POLICY

Contrary to a widespread belief, experience indicates there is a relationship between class attendance and learning. Students who miss classes do not do as well on tests and written work as students who attend regularly and do the assignments. Something does go on in class--something that is difficult to "make up," in spite of efforts of both teacher and student. Therefore, we urge students to sign up for classes only at times when they can come to class. Students should be aware that they can be dropped with a grade of W after they have missed a quarter of the course. For a module, that means after 3 classes. According to the tradition of one cut per credit, a student can be dropped if he misses one class of a module, but we try to be generous.

DOUBLING UP ON MODULES

This is possible for good students who enjoy writing, but not for the student who cannot write well and easily. Taking Spelling, for example, along with Thesis and Organization would be possible, but not two writing modules like Argument and Logic with Literary Criticism. Research requires a great deal of time and effort, and a student should not try this at the same time he has other English modules. If a student reads fast with above-average comprehension and can write well, he could take a literature module along with a writing module. But ordinarily students should take modules one at a time.

UNIVERSITY OF CALIF.
LOS ANGELES

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JUNIOR COLLEGES